

4 month reporting date 4/05/07 received 3/20/07  
8 month reporting date 8/05/07  
12 month completion date 12/05/07  
Closed 4/2/07

## Northwestern Area School District Improvement Plan/Progress Report Form

### Principle : 1 – General Supervision

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:17:03. Annual report of children served.** In its annual report of children served, the division shall indicate the following:

(1) The number of children with disabilities receiving special education and related services on December 1 of that school year.

The monitoring team was unable to validate an IEP was in effect on December 1<sup>st</sup>, 2005 for 2 students who were listed on the district's 2005 child count.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures that all children reported on the annual child count have an IEP in effect on December 1<sup>st</sup> of the reporting year.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students reported on the child count will have an IEP in effect on December 1<sup>st</sup> of the reporting year.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**Record Date Objective was  
Completed**

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<p>1. What will the district do to improve?          Special Education Staff will keep a file of the IEP cover sheets for each student they are case manager for. This information will be given to the Principal/ (Student Information Management System (SIMS) person) to make additions and corrections to the (SIMS) report as needed.</p> <p>What data will be given to Special Education Program (SEP) to verify this objective?          A statement that these steps were taken will be submitted to SEP</p>	<b>Ongoing</b>	<b>Special Education Teachers and Superintendent/Special Education Director</b>	<p>(completed by SEP)</p> <p><b>Met 3/20/07 RC</b></p>
Please explain the data (4 month) A SIMS Required Data Elements Worksheet has been filled out for each student and is kept on file with the Special Education Director. who makes the corrections and additions to the SIMS report.			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>2. What will the district do to improve?          The child count will be reviewed yearly by each case manager prior to the final child count being submitted to Department of Education.</p> <p>What data will be given to SEP to verify this objective?          A statement that this step was taken will be submitted to SEP.</p>	<b>April 15, 2007 ongoing there after</b>	<b>Special Education Teachers and Superintendent/Special Education Director</b>	<p><b>Met 3/20/07 RC</b></p>
Please explain the data (4 month) The SIMS Data sheets that are filed on each student will be reviewed by the Special Education teacher and Special Education Director and compared to the listing sent by Pierre before submitting the final copy to SEP			
Please explain the data (8 month)			
Please explain the data (12 month)			

**Principle: 3 – Appropriate Evaluation**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:25:04.02. Determination of needed evaluation data.** As part of an initial evaluation, if appropriate, the individual education program team required by § 24:05:27:01.01 and other individuals with knowledge and skills necessary to interpret evaluation data, determine whether the child has a disability, and determine whether the child needs special education and related services, as appropriate, shall:

- (1) Review existing evaluation data on the child, including:
  - (a) Evaluations and information provided by the parents of the child;
  - (b) Current classroom-based assessments and observations; and
  - (c) Observations by teachers and related services providers; and
- (2) Based on the above review and input from the student's parents, identify what additional data, if any, are needed to determine:
  - (a) Whether the student has a particular category of disability as described in this article;
  - (b) The present levels of performance and educational needs of the student; and
  - (c) Whether the student needs special education and related services.

Through interview and a review of student record, there was no evidence that parent input was obtained for three students as part of the evaluation procedures.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will provide appropriate written notice and obtain parent input and informed consent before assessment are administered to a child as part of an evaluation.

**3. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

All student evaluations conducted by the district will include documentation of parental input into the planning process.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**Record Date Objective was Completed**

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<p>1. What will the district do to improve?          A special education procedures checklist will be developed. Staff will use the checklist for students initially referred for special education or when conducting a reevaluation.</p> <p>What data will be given to SEP to verify this objective?          The procedural checklist will be submitted to SEP.</p>	<p><b>April 15, 2007 and ongoing thereafter</b></p>	<p><b>Special Education Staff and Special Ed Director</b></p>	<p>(completed by SEP)</p> <p><b>Met 3/20/07 RC</b></p>
<p>Please explain the data (4 month) A Special Education Checklist (See Attachment) has been filled out for each re-evaluation and initial evaluation to assure proper deadlines and procedures have been followed.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

**Principle: 3 - Appropriate Evaluation**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:25:06. Reevaluations.** Reevaluations shall be conducted at least every three years or if conditions warrant or if the child's parent or teacher requests an evaluation. Reevaluations must be completed within 25 school days after receipt by the district of signed consent to reevaluate unless other time limits are agreed to by the school administration and the parents.

**ARSD 24:05:25:03. Preplacement evaluation.** Before any action is taken concerning the initial placement of a child with disabilities in a special education program, a full and individual evaluation of the child's educational needs must be conducted in accordance with the requirements of this chapter. Evaluations must be completed within 25 school days after receipt by the district of signed parent consent to evaluate unless other timelines are agreed to by the school administration and the parents. Consent for initial evaluation may not be construed as consent for initial placement.

Through a review of student records the 25 school day reevaluation timeline was exceeded for two students. Consent was received on 9-1-06 and the observation was conducted on 10-19-06. Consent was received on 1-26-06 for another student and the observation was conducted on 3-13-06

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the evaluation or reevaluation and annual review timelines are not exceeded.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Initial evaluation(s) or reevaluation(s) and annual IEP review timelines will be followed for all students.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**Record Date Objective was  
Completed**

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<p>1. What will the district do to improve? <b>Technical Assistance will be provided to special education staff on Initial evaluation(s) or reevaluation(s) and annual IEP review timelines procedures. Also the district will send a copy of the signed consent form to the school psychologist who will assist in tracking evaluation timelines.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</b></p>	<p><b>April 15, 2007</b></p>	<p><b>Special Education Staff and Director</b></p>	<p>(completed by SEP)</p> <p><b>Met 3/20/07 RC</b></p>
<p>Please explain the data (4 month) On Monday, Feb. 12, 2007, the head of the North Central Co-op, Rita Pettigrew, held a technical assistance workshop on the campus of Northern State University which was attended by the Special Education teacher and Special Education Director to address these areas. Copies of signed consent forms are faxed to the school psychologist, Roxana Uttermark at the North Central Co-op office.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

<p><b>Principle: 5 – Individual Education Program</b></p>
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><b>ARSD 24:05:27:01.01. IEP team.</b> Each school district shall ensure that the IEP team for each student with disabilities include the following members:</p> <p>(2) At least one regular education teacher of the student if the student is, or may be, participating in the regular education environment;</p> <p>Through interview and a review of student records, a general education teacher was not present at the annual review meeting for three students.</p>

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<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The district ensures the IEP team is comprised of appropriate team membership and meets all identified responsibilities.			
<b>1. Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.  All students who are in need of special education services will have all required members at their IEP meetings.			
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
1. What will the district do to improve? <a href="#">The special education director will ensure administrator and general education teachers are informed of the IEP attendance policy and procedures.</a> What data will be given to SEP to verify this objective? <a href="#">A copy of the policy and procedures will be submitted to SEP along with how and when the information was disseminated to staff.</a>	<b>April 15, 2007</b>	<b>Superintendent and Special Education Director</b>	(completed by SEP)  <b>Met 3/20/07 RC</b>
Please explain the data (4 month) Thursday, December 7, 2007, in our regular weekly teacher's meeting the Special Education Director explained the IEP attendance policy and procedures. A weekly publication is given to each staff member on each Monday morning listing the upcoming week's events. This publication is called "Principal Points" and includes the day and time of IEP meetings during the week for staff to attend.			
Please explain the data (8 month)			
Please explain the data (12 month)			

<b>Principle: 5 – Individual Education Program</b>
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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:25:26 Extended school year authorized.** The district shall provide special education or special education and related services to eligible children if the IEP team determines on an individual basis that such services are necessary for the provision of FAPE.

An IEP pursuant to chapter 24:05:27 shall be developed by the IEP team and implemented with informed parental consent. The IEP team shall determine the length of the school day and duration of extended school year services based on the individual child's needs.

Through interview and a review of student records, the duration of extended school year services based upon the individual child's needs was not documented for two students. For another student the need for extended school year services was checked "to be determined by" a specified date. There was no indication the team met to determine the need for the services.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students who are in need of special education services will have ESY documented on their IEP.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

1. What will the district do to improve? [Technical Assistance will be provided to special education staff on ESY procedures.](#)

What data will be given to SEP to verify this objective?  
[The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.](#)

**Timeline for Completion**

**April 15, 2007**

**Person(s) Responsible**

**Special Education Staff and Director**

**Record Date Objective was Completed**

(completed by SEP)

**Met 3/20/07  
RC**



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Please explain the data (4 month) On Monday, Feb. 12, 2007, the North Central Co-op and Rita Pettigrew, held a workshop including a detailed explanation on ESY procedures.. This was attended by the Special Education Director and the Special Education teacher.
Please explain the data (8 month)
Please explain the data (12 month)

## Principle: 5 – Individual Education Program

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:27:01.03. Content of individualized education program.** Each student's individualized program shall include:  
 (1) A statement of the student's present levels of academic achievement and functional performance, including:  
 (a) How the student's disability affects the student's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students); or  
 (b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities.

Through interview and review of student records, a statement of how the student's disability affected their involvement and progress in the general curriculum was not included in the present levels of academic achievement and functional performance for four students.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Student's IEP (Present Levels of Academic Achievement and Functional Performance) will address specific skill area(s) affected by the student's disability, to include strengths, needs or their involvement in the general curriculum and parental input.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>Record Date Objective was Completed</b>
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<p>1. What will the district do to improve? <b>Technical Assistance will be provided to special education staff on the required content when writing a PLOP for students on an IEP.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</b></p>	<b>April 15, 2007</b>	<b>Special Education Staff and Director</b>	<p>(completed by SEP)</p> <p><b>Met 3/20/07 RC</b></p>
Please explain the data (4 month) On Monday, Feb. 12, 2007, the North Central Co-op and Rita Pettigrew, held a workshop including a detailed explanation on required content when writing a PLOP for students on an IEP. This was attended by the Special Education Director and the Special Education teacher.			
Please explain the data (8 month)			
Please explain the data (12 month)			

<p>1. What will the district do to improve?  <b>All IEPs will include the strength and need in each skill area affected by the student's disability, their involvement in the general curriculum and parental input.</b></p> <p>What data will be given to SEP to verify this objective  <b>The special education director will review 50% of the IEP written during the reporting period and report to SEP the total number of files reviewed and the total number of IEPs that contain the required content in the present levels of academic achievement and functional performance</b></p>	<b>April 15, 2007</b>	<b>Special Education Staff and Director</b>	<p>(completed by SEP)</p>
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

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**Principle: 5 – Individual Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:27:01.02. Development, review, and revision of individualized education program.** In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, and as appropriate, the results of the student's performance on any general state or district-wide assessment programs. The individualized education program team also shall:

(1) In the case of a student whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports, to address that behavior;

Through a review of student records, behavior concerns were addressed through the evaluation process, present levels of academic achievement and functional performance and IEP goals for a student. When considering if the student's behavior impeded learning or that of others, the IEP stated it did not. Another student had a history of behavior concerns noted through previous evaluations and IEPs. The most recent three year reevaluation included behavior assessments; however, the current IEP did not contain any information regarding the status of the student's behavior. When considering if the student's behavior impeded learning or that of others, the IEP stated it did not.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures the IEP contains all required content.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All students who whose behavior impacts his/her educational performance will have a behavior intervention plan written which addresses strategies, including positive behavioral interventions and supports to address the behaviors.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**Record Date Objective was Completed**

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<p>1. What will the district do to improve? <b>Technical Assistance will be provided to special education staff on the special factor, behavior impede learning or that of others, and if so how document it the IEP.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</b></p>	<p><b>April 15, 2007</b></p>	<p><b>Special Education Staff and Director</b></p>	<p>(completed by SEP)</p> <p><b>Met 3/20/07 RC</b></p>
<p>Please explain the data (4 month) On Monday, Feb. 12, 2007, the North Central Co-op and Rita Pettigrew, held a workshop including a detailed explanation on the special factor, behavior impede learning or that of others, and if so how to document it on the IEP. This was attended by the Special Education Director and the Special Education teacher.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

<p><b>Principle: 5 – Individual Education Program</b></p>
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><b>ARSD 24:05:27:01.03. Content of individualized education program.</b> Each student's individualized education program shall include:</p> <p>(4) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section;</p> <p>Through a review of student records the justification for placement did not consistently identify the acceptance or rejection of the team's placement decision. The information included in the justification for three students restated present levels of performance rather than providing an explanation why the student could not receive their instruction with nondisabled students in the regular classroom. For example, "attending to task for complete communication, reading comprehension with assistance in vocabulary and details, locating information for easy identification of appropriate answers."</p>

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<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures the IEP contains all required content.</p>			
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p>All students who are eligible for special education services will have a IEPs that contains all required content.</p>			
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Record Date Objective was Completed</b></p>
<p>1. What will the district do to improve? <a href="#">Technique Assistance will be provided to special education staff on what justification is and how to write the statement for students on an IEP.</a></p> <p>What data will be given to SEP to verify this objective?  <a href="#">The district will submit to SEP the form of technical assistance which was provided, the date and the recipients.</a></p>	<p><b>April 15, 2007</b></p>	<p><b>Special Education Staff and Director</b></p>	<p>(completed by SEP)</p> <p><b>Met 3/20/07 RC</b></p>
<p>Please explain the data (4 month) On Monday, Feb. 12, 2007, the North Central Co-op and Rita Pettigrew, held a workshop including a detailed explanation on what justification is and how to write the statement for students on the IEP. This was attended by the Special Education Director and the Special Education teacher</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			